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Should Dodgeball Ever Die?

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Abstract

When discussing the game of dodgeball, it is usually with fond memories and excitement for the thrill that came from the game. Then there is those that strongly disliked it for reasons that it was embarrassing, hurtful and just not fun. The game of dodgeball has been experienced by many students in their physical education (PE) classes, for better and for worse. The purpose of this study was to better understand the perceptions, experiences and opinions of recently-former K-12 students toward dodgeball in PE. The results of the study found that generally males enjoyed the game and felt it is worth being played in PE class and females did not like the game and that it did not serve a purpose.

DODGEBALL, APPROPRIATE PRACTICES, PHYSICAL EDUCATION

23 For many, perhaps most, students that participated in K-12 physical education (PE), the
24 following scenario likely played itself out, beginning with the teacher announcing,

25 “Today, we are going to play dodgeball. There will be two teams and eight balls. If you
26 get hit by a thrown ball, off you go to the sidelines until the last player is standing.”

27 While rules vary, generally students are divided into two teams with the balls placed at
28 mid-court, the whistle blows and the game begins. Students rush forward, retrieve a ball and
29 throw it at opposing players in hopes of eliminating them. Some—often the most athletic, early-
30 maturing students—are having the time of their lives. They dodge, they jump, and duck to avoid
31 being hit by an opponent’s ball. Some, cleverly, use a retrieved ball to fend off thrown balls. The
32 very confident, brave, or foolish stand in the open, daring the opposition to take their best shot.
33 You see, if they catch the ball the thrower is eliminated. Players from both sides get hit on the
34 arms, legs, torso, groin, or a full-facial! Ouch! Some are hit so hard that they are knocked off
35 their feet.

36 If a player is struck with a thrown ball, they move to the sidelines, relegated to spectator
37 status. Some teachers allow players to be recycled if, for example, a thrown ball is caught. The
38 game is exciting, energetic, and athletic. Often the sense of self-preservation provides students
39 with the motivation to run, dodge, leap, zig-and-zag, throw and catch, all while raising heartrates
40 (as high as 150 bpm; Strand, Bettinger, & Stewart, 1997)—all desirable outcomes for PE
41 students. What a game! Who would *not* love this game?

42 As it turns out, many students do not like this game, going so far as to employ avoidance
43 strategies. Some move quickly to the middle ground, sacrificing themselves to the first ball that
44 sends them to the sidelines. Others hide near the far wall hoping to hide-in-plain-sight or at least
45 dodge the longer throws. Eventually, they are struck and sent to the sidelines where they, along

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46 with the early sacrificial players, happily stand, doing nothing as the game proceeds. *“It is better*
47 *than getting pelted,”* they reason. For them dodgeball, is not an enjoyable PE experience.

48 Nonetheless, for good or bad, dodgeball has been and continues to be a PE standard.

49 The cumulative effects of negative dodgeball experiences led the National Association
50 for Sport and Physical Education (NASPE) released a position statement specific to the
51 *appropriateness* of dodgeball in PE:

52 “NASPE believes that dodgeball is *not an appropriate* activity for K-12 school
53 physical education programs. The purpose of physical education is to provide students
54 with: the knowledge, skills, and confidence needed to be physically active for a lifetime.
55 A daily dose of physical activity for health benefits. *Positive experiences* so that kids
56 want to be physically active outside of physical education class and throughout their
57 lifetime (emphasis added, NASPE, 2006).”

58 NASPE has created three consensus statements outlining *appropriate* and *inappropriate*
59 instructional practices with the intent to guide physical educators in elementary (2009a), middle
60 school (2009b), and high school (2009c) PE and to “address key aspects of instructional
61 strategies and practices that are essential to delivery of quality physical education to children,
62 adolescents and young adults.”(NASPE, 2009, p.3) Appropriate practices include “Activities are
63 selected carefully to ensure that they match students’ ability levels and are *safe* for all students,
64 regardless of ability.” (emphasis added; NASPE, 2009b, p. 3) Inappropriate practices include,
65 “Human-target games (dodgeball) and/or drills that allow aggressive behavior toward other
66 students...” (2009c, p. 11) In all three of these documents, dodgeball is considered an
67 *inappropriate instructional practice at all levels*. On its face, dodgeball is an elimination game
68 where the least capable get eliminated quickly while the most gifted get all the play time; a case

69 of the rich getting richer? Those that need the repetition and refinement to gain skill, and the
70 physical activity to produce health benefits are sitting on the sidelines. All things considered
71 there seems to be little to recommend dodgeball in the public schools. Indeed, dodgeball has
72 earned an ignominious place on the PE Hall of Shame (Williams, 1992).

73 These NASPE consensus statements have afforded Barney and his colleagues the
74 opportunity to investigate knowledge of instructional practices in K-12 PE across a variety of
75 populations. For example, Barney and Pleban (2010) investigated parent’s knowledge of
76 appropriate instructional practices (AIP) in elementary PE. Parents were surveyed asking them to
77 identify the appropriateness of common instruction practices including dodgeball. Parents
78 misidentified as appropriate the following statement: “Teachers may use activities such as relays,
79 dodgeball, and elimination tag since they provide opportunities for everyone in the class.”
80 Surprisingly, 84% of the parent’s felt dodgeball was an appropriate practice in elementary PE.
81 The researchers surmised that if parents were to recall their PE experience—positively or
82 negatively—dodgeball would probably be *the* activity that defined their PE experience.
83 Similarly, 75% of school administrators (Barney and Prusak, 2016), misidentified dodgeball as
84 appropriate for K-12 PE. Some administrators did, however, place certain conditions on the
85 practice. One principal stated, “Dodgeball is fine to play, if done correctly...if it is played with
86 soft balls...[and]...played occasionally, not all the time.” As for the students, Barney &
87 Christenson (2014) surveyed third to fifth grade students and 87% of males and 68% of females
88 felt dodgeball is an appropriate activity for PE class.

89 These studies illustrate that dodgeball is not only common place in virtually everyone’s
90 PE experience, it is deeply engrained across all segments of our society—almost a given,
91 something not even to be questioned. Curiously, it seems to be a highlight of the PE experience.

92 Other names for dodgeball including “murderball,” “warball,” “killerball,” and “poisonball”
93 (Crockett, 2014) provide a perverse sense of eagerness toward the game. Further, there exists
94 *dodgeball jargon*, “headshots”, “kill ratios”, “hits”, and “shootings” (Fagofenis, 2010) further
95 questioning how the game *or* its verbiage could possibly be considered appropriate.

96 On the other hand, there seems to be staunch support by the majority of former and
97 current participants cautioning against overlooking the merits of the game. After all, the
98 embattled PE game *has* spawned recreational (a popular spinoff game is played on a surface of
99 trampolines; (Sky Zone, 2019) and professional leagues and movies (Cooper & Dobkin, 2007).

100 Although limited, research does exist that presents dodgeball in a more favorable light.
101 Thinking to convince a local teacher why dodgeball should not be included in PE (limited
102 student engagement and resultant lack of cardiovascular fitness), Strand, Bettinger, and Stewart
103 (1997) used heart-rate telemetry to investigate. Over four days, three classes of seventh grade
104 male students wore heart rate monitors as they played a version of dodgeball they called “Road
105 Warrior.” The first day 10 balls were used, the second day, 15 balls, the third day, 20 balls and
106 25 balls on the fourth day. One of the findings from this study was that one class averaged over
107 140 Beats Per Minute (BPM) for 17 minutes of class time. The other two class periods had
108 similar results. Interestingly, 45% of the students had lower BPM when they participated in a
109 fitness run during class. The authors concluded that although activity rates did not suffer (as they
110 had supposed), the chance of injury must be weighed carefully when deciding to include
111 dodgeball.

112 Another population with a vested interest in this debate is the K-12 physical educators.
113 The fourth issue of the 2001, *Journal of Physical Education, Recreation and Dance*, posed the

114 question, “*Is there a place for dodgeball in physical education?*” soliciting input from the
115 teachers themselves. A female participant stated,

116 “As someone who enjoyed dodgeball as a kid, I believe that there is a place for this game
117 in physical education. Dodgeball is a great way for students to enjoy participating in physical
118 education while learning a variety of movement skills...” (p. 18). Another K-12 PE teacher
119 stated, “I graduated college with the notion that dodgeball was not an acceptable activity in
120 physical education. However, I now believe that with modifications, dodgeball can be both an
121 effective and fun activity for all students.” Lastly, another K-12 PE teacher said,

122 “Safety is the first issue that needs to be addressed in the game. The equipment used
123 should be such that the chance for injury is decreased ... In my opinion, the advantages
124 of the game outweigh the disadvantages. If students are instructed and supervised
125 properly, the game can be beneficial to a physical education program, not to mention
126 fun.”

127 For the past two decades, the debate over dodgeball has raged on. At its core the issue
128 revolves around the rationale of playing human-target games, primarily for safety reasons. But,
129 the popularity of the activity is undeniable. Teachers seem to have made modifications (e.g.,
130 equipment, object-targets, role variation to avoid being a human target if students wish, and
131 additional recycling strategies) to reduce unnecessary risk and to take full advantage of the high
132 levels of physical activity. As with any debate, there seem to be arguments both for and against
133 dodgeball. Thus, in a time when positions statements (NASPE, 2006) have largely condemned
134 dodgeball it seems as popular as ever.

135 On one side, parents, students, administrators, and PE teachers, give *at least* tacit
136 approval, while on the other, researchers and NASPE, condemn the practice. The present authors

137 do not take a philosophical stand for or against the practice. Although the majority of previous
138 populations studied seem to endorse dodgeball, we wonder about the minority who do not. We
139 also wonder about those kids who grew up in this time of mixed messages with respect to
140 dodgeball. Therefore, the purpose of this study was to better understand the perceptions,
141 experiences and opinions of *recently-former* K-12 students' toward dodgeball in PE.

142 **Methods**

143 **Participants**

144 A convenience sample of 239 college students (113 males and 126 females) from a
145 private university located in the western United States participated in the study. Participants for
146 this study were enrolled in five different university physical activity classes (basketball, bowling,
147 volleyball, weight training and Zumba). Each participant received, signed and returned a letter of
148 informed consent and university IRB approval was granted.

149 **Instrumentation**

150 Based on the literature dealing with dodgeball, the researchers developed eight statements
151 (see items in table 3), assessed on a 5-point Likert-scale (1 = strongly disagree, 2 = disagree, 3 =
152 neutral, 4 = agree, and 5 = strongly agree). Additionally, students were asked to provide reasons
153 for their answers on each of the eight statements. Two survey questions asked about the
154 participants experience with dodgeball. And one survey question was an open-ended question.
155 The concluding section of the survey addressed demographics. To establish content validity the
156 researchers asked four-college students to read through the survey questions to assure clarity and
157 understanding of the instrument for the intended population. Further, the survey was pilot tested
158 on 10 non-participant, college students and was found suitable to its proposed purposes.

159 **Procedures**

160 Permission was sought and attained from university, IRB, the department supervisor, and
161 the individual course instructors to recruit students for this study. The researchers attended each
162 physical activity class, explained the purpose of the study, collected signed letters of informed
163 consent, and administered the 10-minute survey. Ninety eight percent of the students agreed to
164 participate in the study. All students were assured that their voluntary decision to participate or
165 not to participate in the study would not affect their grade or standing in the class.

166 **Quantitative Data Analysis**

167 Response frequencies (see Table 1); means, standard deviations (see Table 2);
168 correlations (see Table 3); tests for normality, effects sizes, and between gender differences (see
169 Table 4) were all calculated for each of the nominal variables.

170 **Open Ended Responses**

171 Open-ended questions asking for participants to provide reasons for answering the survey
172 question as they had were compiled, transcribed and content-analyzed and offered as anecdotal,
173 supplementary evidence only.

174 **Results**

175 **Quantitative results**

176 **Frequency analysis.** Results revealed that, by in large, dodgeball is contextually a
177 physical education phenomenon with 74.5% of participants reporting that they first learned to
178 play the game in PE. The remaining 25.5% were introduced to the game in afterschool,
179 playground, recreation or other settings. Thus, it can be surmised that the majority of perceptions
180 toward the game can be linked most prominently to PE classes. Next, participants reported
181 playing dodgeball daily (1%), weekly (23%), twice monthly (28%), monthly (19%), and less
182 than once per month (30%).

183 With respect to the appropriateness of dodgeball, questions three and five (asked in
184 opposite directions) revealed consistent results. Fifty nine percent (39% agree, 20% strongly
185 agree) of all participants reported that they considered dodgeball as an appropriate activity for
186 PE.

187 Question 4, addressed the proposition that dodgeball would lead to students with lesser
188 skills to be eliminated early or perhaps, by choice would be denied skill building opportunities.
189 Results revealed that students were equally split (7.5% strongly disagreed, 33% disagreed, 22.2%
190 neutral, and 34% agreed, and 3.8% strongly agreed).

191 A current concern with respect to all forms of bullying prompted the researchers to
192 consider if the aggressive nature of dodgeball might lead to bullying smaller, lesser skilled
193 individuals within gameplay. Forty eight percent of the participants (17% strongly disagreed,
194 14% disagreed, 37% remained neutral, 14% agreed and 1% strongly agreed) that dodgeball
195 might be a form of bullying.

196 **Descriptive statistics analysis.** Data was examined and found to be normal ($r_{skewness} =$
197 $.08 - 1.30$, $r_{kurtosis} = .33 - 1.5$). Means, standard deviations, effect sizes, and Pearson correlations
198 were calculated for each of the nominal question and compared across genders. Overall means
199 indicated that (a) participants agreed that dodgeball was appropriate for PE (Q3&5: $m = 3.62$),
200 (b) disagreed that dodgeball led to less skill acquisition (Q4: $m = 2.60$), (c) disagreed that
201 dodgeball was a form of bullying (Q6: $m = 2.51$), and (d) agreed that co-ed dodgeball was
202 appropriate (Q7: $m = 3.38$). However, no mean score was decidedly strongly-agree or strongly-
203 disagree. Rather, means reflected scores slightly above or below a neutral response (i.e., a score
204 of 3) with the exception of males (Q3: $m = 4.04$).

205 Correlational analysis (see Table2) revealed: (a) the more often they played, the more
206 appropriate dodgeball became ($r = -.199$); (b) the more appropriate the students felt dodgeball to
207 be, the less they thought it affected skills ($r = -.451$); (c) the more appropriate the students felt
208 dodgeball to be, the less they considered it to be a form of bullying ($r = -.386$); (d) the more
209 appropriate the students felt dodgeball to be, the more they thought it appropriate for co-ed
210 participation ($r = .498$).

211 Comparison tests (see Table 1) revealed significant (Bonferroni adjusted, $p < .0125$)
212 gender effects were noted. Females considered dodgeball to be significantly (a) less appropriate
213 than did males (Q3: $F(1, 237) = 42.40, p < .000$; Q5: $F(1, 237), p < .000$), (b) more likely to
214 adversely affect skills acquisition (Q4: $F(1, 237) = 22.38, p < .000$), (c) more likely to consider
215 dodgeball as a form or bullying but still generally disagreed that it did (Q6: $F(1, 237) = 28.78, p$
216 $< .000$), and (d) consider dodgeball to be an appropriate co-ed game (Q7: $F(1, 237) = 9.21, p <$
217 $.01$).

218 **Open ended responses results**

219 *Questions 3 and 5.* Participants provided additional insight for the reasons they answered
220 questions three through eight as they did. In response to the appropriateness of dodgeball in PE,
221 included the following:

222 “To many who like PE it was a blast, but if you were shy, not athletically inclined, or had
223 not friends in the class, it was horrible.” (Student 1).

224 “As much as I like it, I think most of the time at least one student comes out unhappy.”
225 (Student 2).

226 “It’s not inherently inappropriate but can become a form of bullying if unchecked.”
227 (Student 3).

228 “I feel that it doesn’t teach students anything. But it is a fun game.” (Student 4).

229 **Question 4.** When asked if dodgeball doesn’t allow for the less-skilled kids to get better
230 participants responses included,

231 “Kids who have confidence do very well however this game knocks out kids that don’t
232 have much activity immediately eliminating further activity, ... Mostly the dominant players
233 take over the game.” (Student 5).

234 “I never improved because I would get hit as soon as I got back in the game.” (Student 6)

235 “Dodgeball doesn’t teach physical skills and isn’t enjoyable for many people especially
236 girls.” (Student 7).

237 **Question 6.** Participants were asked if dodgeball is a form of bullying. Student responses
238 for this statement included:

239 “When I got older, kids would use it to pelt kids they didn’t like or make fun of those that
240 were weaker” (Student 8).

241 “While I love the game, sometimes kids will pick on others. This happens in other sports
242 as well.” (Student 9).

243 “It can be. Media has painted it as such so those stereotypes are fulfilled in reality.”

244 **Question 7.** Participants were asked if dodgeball is appropriate for co-ed PE. Responses
245 included:

246 “Guys throw much harder than girls, it makes most girls feel weak or helpless even if
247 they aren’t in the other sports.” (Student 10).

248 “Boys have a big advantage usually they can throw the ball a lot harder.” (Student 11)

249 “It isn’t very fun for most girls who get out very quickly and generally can’t throw as
250 well as males. It is frustrating as a girl.” (Student 12).

251 “Boys hit harder (:” (Student 13).

252 **Question 8.** Finally, participants were asked if their experiences playing dodgeball in PE
253 class had a positive or negative effect on their physical activity choices and habits. Interestingly,
254 both positive and negative responses were represented including the following:

255 “It’s fun and gets people active but doesn’t teach things like staying active on your own.”
256 (Student 14).

257 “I did not enjoy dodgeball in elementary school and so I pursued other sports which led
258 me to running in high school.” (Student 15).

259 “It made me not look forward to PE class. I avoided physical activity for some time.”
260 (Student 16).

261 **Discussion**

262 The purpose of this study was to better understand the perceptions, experiences and
263 opinions of recently-former K-12 students towards dodgeball in PE. It was generally found that
264 dodge ball holds more appeal to males than females. The results revealed positive and negative
265 experiences from playing dodge ball in PE. The literature has both positive and negative
266 perceptions, experiences and opinions regarding dodge ball. From a positive perspective Strand,
267 Bettinger and Stewart (1997) discovered that when junior high males played dodge ball for 35
268 minutes they maintained a higher heart rate than when they participated in a fitness run. Barney
269 and Christenson (2014) studied elementary-aged student’s knowledge of appropriate
270 instructional practices in elementary PE. Of the many instructional practices elementary students
271 were asked about, they felt dodge ball was appropriate to play in PE. These studies highlight the
272 positive attitudes and effects dodge ball has on those who participate.

273 When looking at the negative side of dodge ball Williams (1992) highlighted a number of
274 inappropriate instructional practices that are considered a part of the physical education Hall of
275 Shame. The top inappropriate instructional practice was dodge ball. Williams states that dodge
276 ball’s main focus is to inflict pain, harm students and embarrass the opponent. Williams
277 continues by stating, dodge ball “may have done our profession more harm than any single
278 factor” (p. 57). Barney and Deutsch (2009) studied elementary classroom teachers attitudes and
279 perceptions of elementary PE. Classroom teachers were asked what some of their experiences
280 were in elementary PE. For example, it was stated, “All I remember was running and dodge
281 ball.” Another statement was, “Dodge ball-fat kid-no encouragement, nor variety of activities.”
282 These types of experiences do not bode well for physical education.

283 One might think that the dodgeball dilemma had long been put to rest. That does not
284 seem to be the case—52% of the participants in this study reported playing dodgeball at least
285 twice monthly. Dodgeball seemingly remains a staple in the majority of current PE practices.
286 Sure, some modifications have been made, but it is clear that many PE teachers and students are
287 not willing to let go of this popular game. Even parents (Barney & Pleban, 2010) and
288 administrators (Barney & Prusak, 2016) are seemingly Ok with the game so why are we still
289 rooting around on this topic? As researchers we try to understand and, if possible, reconcile the
290 polar opinions for and against a game.

291 Although, participants in this study as well as the majority of each of the populations we
292 have studied in the past are in favor of dodgeball in PE, but not all. In particular, the participants
293 of this study agreed only slightly more than neutral that the game was appropriate. Not
294 surprisingly, males found the game more appropriate, less likely to affect motors skills

295 acquisition, and less likely to consider it bullying, or appropriate for co-ed play than did the girls.
296 Therefore, we caution against overstating perceptions of dodgeball as appropriate for PE for all.

297 We are also concerned with those who are least attracted to the game, those who are
298 perhaps most at risk of physical or emotional damage. Participants of the present study disagreed
299 slightly less than neutral that dodgeball might be considered as a form of bullying. However, the
300 15% agreed that to some degree that it is, should not be overlooked. On the other hand, we desire
301 to honor the *appropriate* interests of the participants. If the game refuses to go away, let's at least
302 make it more safe, less intimidating. Although this paper is primarily a research-based effort, we
303 realize that it is likely that readers may wish for some practical suggestions of how to create a
304 game that takes advantage of its popularity but make it safer for all. Therefore, we offer the
305 following for your consideration.

306 **Dodgeball with a twist.**

307 Modifying the game can remove or mitigate the use of human targets and increase the
308 safety. For example, using bowling pins along the end line as targets, or an earth ball to be driven
309 across opposing lines to score a point, provide plenty of throwing and target practice. When the
310 pins are all knocked down, the game ends. Or combine both in to a game. A student may wish to
311 guard a pin, or perhaps catch a ball in hopes of returning an eliminated player. But, that is their
312 choice.

313 One can also include alternative recycling strategies to limit the amount of time
314 eliminated players spend along the sidelines. Most versions of the game provide for a caught ball
315 to reenter one eliminated player. Here are some other possibilities. Establish a safe zone in enemy
316 territory (e.g., the circle at the free-throw line, outside the three-point line, or from the center
317 circle) where a student can attempt to score a basket. If made some or the entire sideline is

318 allowed back into the game. Creativity can provide all of the enjoyable elements of dodgeball but
319 also include additional motor skills practice (e.g., shooting baskets). We recommend further that
320 the game be played with soft, light-weight foam balls. Rubber playground balls or volleyballs
321 should never be used. All head shots are banned.

322 We strongly argue against gameplay that forces all kids to be human targets. Create a
323 game where some are allowed wear red-jerseys placing them in a non-target role who perhaps
324 retrieve balls for the throwers. We also caution about playing co-ed dodgeball in its traditional
325 form. Some females are certainly capable, competitive by nature and might wish to play against
326 the males, but probably not all. Using some of the suggestions above, or other appropriate ideas,
327 might help create a game that is both enjoyable and socially reinforcing.

328 It is unlikely that dodgeball or the controversy surrounding it will be going away any
329 time soon. It is far more likely that with some creativity, teachers can develop a version of the
330 game that retains all of the desirable physicality, activity, and skills practice while maintaining a
331 appropriate safety levels.

332 **Limitations**

333 The researcher has noted limitations to this study. Because the participants came from
334 one university, it may not allow a representative sampling of participants from other colleges or
335 universities or geographic regions, thus limiting the generalizing of the findings. Additionally,
336 the research study was conducted at a private university, which may further limit the
337 generalizability of the findings. Thus, the conclusions and implications are mostly applicable to
338 those participant's demographics.

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388 Table 1: Means, standard deviations, and effect sizes

	<i>N</i> = 239		<i>M</i>		<i>SD</i>		<i>Eta</i> ²
	Male	Female	Male	Female	Male	Female	
Q3: appropriate	113	126	4.04**	3.25	.97	.93	.15
Total	239		3.62		1.03		--
Q4: Affects skills	113	126	2.60**	3.22	1.0	1.1	.09
Total	239		2.93		1.06		--
Q5: inappropriate	113	126	2.12**	2.75	.91	.94	.10
Total	239		2.45		.98		--
Q6: bullying	113	126	2.18**	2.82	.97	.88	.11
Total	239		2.51		.97		--
Q7: co-ed Ok	113	126	3.59*	3.18	.96	1.11	.04
Total	239		3.38		1.06		--

389

390 Note: Questions three and five (in boxes), asked the same question in opposite directions

391 (i.e., dodgeball is *appropriate* [Q3] or *inappropriate* [Q5]) and yielded nearly identical

392 results.

393

DODGEBALL, APPROPRIATE PRACTICES, PHYSICAL EDUCATION

394 Table 2: Pearson correlations

	Q2	Q3	Q4	Q5	Q6	Q7	Gender
Q2: how often		-.199**	.150*	.202**	.079	-.135*	.106
Q3: appropriate			-.451**	-.507**	-.386**	4.98**	-.390**
Q4: Affects skills				.440**	.403**	-.336**	.294**
Q5: inappropriate					.437**	-.374**	-.317**
Q6: bullying						-.318	.329
Q7: co-ed Ok							-.193**
Gender							

395

396 Note: * = $p < .05$, ** $p < .01$

397

DODGEBALL, APPROPRIATE PRACTICES, PHYSICAL EDUCATION

398 Table3: Eight items to assess perceptions of dodgeball in physical education

399 The following survey questions will ask you about experiences with dodgeball in your k-12
400 physical education classes. Questions will ask you to circle and respond from your
401 experiences with dodgeball in your K-12 PE. Thank you for participating in this survey.
402

403 1. Where did you first learn to play dodgeball?

- 404 a. PE class
- 405 b. Afterschool
- 406 c. Playground
- 407 d. Recreation center
- 408 e. Other (specify)

409

410 2. How often did you play dodgeball?

- 411 a. Daily
- 412 b. Weekly
- 413 c. Twice monthly
- 414 d. Monthly
- 415 e. Less than once per month

416

417 Use the following scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 =
418 strongly agree) for the next 4 questions:

419

420 3. Dodgeball is an appropriate game for physical education

421 Please explain you answer:

422

423 4. Dodgeball doesn't allow for the less-skilled kids to get better.

424 Please explain you answer:

425

426 5. Dodgeball is an inappropriate game for physical education

427 Please explain you answer:

428

429 6. Dodgeball is a form of bullying.

430 Please explain you answer:

431

432 7. Dodgeball is an appropriate game for Co-ed PE classes?

433 Please explain you answer:

434

435 8. Based on your experience with dodgeball, has it had a *positive* or *negative* effect on
436 your physical activity choices and habits. Please explain you answer.

437

438

439

440